

# Quality Review Report

## 2014-2015

**P.S. 146 Edward Collins**

**Elementary School X146**

**968 Cauldwell Avenue  
Bronx  
NY 10456**

**Principal: Janet-Ann Sanderson**

**Dates of review: Feb 10, 2015  
Lead Reviewer: Safiyah Satterwhite**

## The School Context

Edward Collins is an elementary school with 461 students from pre-kindergarten through grade 5. The school population comprises 44 % Black, 53% Hispanic, 1% White, and 1% Asian students. The student body includes 12% English language learners and 15% special education students. Boys account for 51% of the students enrolled and girls account for 49%. The average attendance rate for the school year 2012 - 2013 was 90.4%.

## School Quality Criteria

<b>Instructional Core</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
1.1 Ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/or content standards	<b>Celebration</b>	<b>Proficient</b>
1.2 Develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products	<b>Focus</b>	<b>Proficient</b>
2.2 Align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels	<b>Additional Findings</b>	<b>Proficient</b>
<b>School Culture</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
3.4 Establish a culture for learning that communicates high expectations to staff, students, and families, and provide supports to achieve those expectations	<b>Additional Findings</b>	<b>Proficient</b>
<b>Systems for Improvement</b>		
<i>To what extent does the school...</i>	<b>Area of:</b>	<b>Rating:</b>
4.2 Engage in structured professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning	<b>Additional Findings</b>	<b>Proficient</b>

## Area of Celebration

**Quality Indicator:**

**1.1 Curriculum**

**Rating:**

**Proficient**

### Findings

School leaders and staff provide a Common Core aligned curricula that integrates the instructional shifts and is planned and refined using student work and data so that diverse learners have access.

### Impact

The curricular practices and systems of the school foster a community that engages all students, including English language learners (ELLs) and students with disabilities and prepares them for college and career readiness.

### Supporting Evidence

- The school uses a variety of Common Core aligned curricula including teacher crafted units and lessons, Ready Gen, Engage New York modules, Envision Math, Foundations and other state resources to ensure that students are on a path to college and career readiness.
- The school uses a staircase of complexity, a research based tool that aids teachers in increasing curricular complexity, to promote rigor throughout the curriculum. The Depth of Knowledge (DOK) framework guides the development of in-class activities and the use of rigorous questioning. One lesson plan had students seated in leveled groups using essay questions of varying complexity. One student group's question was "How would you describe Henry on page 21?" Another group's question was "Predict how Henry's life will be different in Pennsylvania." A final group used a prompt to critique Henry's decision to mail himself to Pennsylvania.
- Teachers emphasize differentiation in planning documents by modifying their curricula to include leveled texts, modeling strategies, accountable talk stems, charts, graphic organizers and other support materials to ensure that all students, including ELLs and special education students, have access to a curricula that engages them. For example, one early childhood lesson included modifications such as teacher made charts, pictures, word wall supports, manipulatives, personalized computer support, partner work and rephrasing.
- Data analysis led the school to identify reading and writing as curricular areas of focus and teachers now integrate Fountas and Pinell levels into their planning.

## Area of Focus

Quality Indicator:

1.2 Pedagogy

Rating:

Proficient

### Findings

Teaching practices reflect a set of beliefs about how students learn best that integrates the instructional shifts and engages students in appropriately high level challenging tasks. However, scaffolds and multiple entry points in students' native languages are not yet strategic.

### Impact

Although scaffolds and multiple entry points are present across classrooms, these practices are not yet strategic, resulting in hindrances for all students to truly take ownership of their learning in classroom discussions.

### Supporting Evidence

- Teachers use a variety of classroom strategies to support student learning such as “accountable talk”, rigorous questioning, flexible grouping and Depth of Knowledge supports. For example, in one class, the teacher grouped the students according to their skill level while another grouped students homogenously so that the students could learn from and support one another.
- Group and center work is consistently evident across classrooms. While teachers provide a variety of strategies, these supports were not strategic in nature and few extensions were available and evident.
- While classrooms contained high levels of student engagement, in the vast majority of classrooms, students did not facilitate the lessons and take ownership of their own learning. This work is in progress but not yet prevalent across the school. For example, in several classrooms there were missed opportunities for students to become more deeply engaged in the lesson with additional responsibilities and resources to strengthen discussions.

## Additional Findings

**Quality Indicator:**

**2.2 Assessment**

**Rating:**

**Proficient**

### Findings

Across classrooms, teachers create and use rubrics that provide actionable feedback to students. Common assessments enable teachers to track student progress towards goals.

### Impact

Teacher use assessment data to obtain a clear picture of student achievement and make consistent adjustments to curricula and instruction that result in student progress.

### Supporting Evidence

- The school implements a variety of assessments to gauge student proficiency. For example, they use Pearson's aimsweb system for universal screening three times per year. They administer English language arts and mathematics rally tests to check for students' strengths and weaknesses in state exam readiness. Envision, formal and informal assessments, quick checks in the classroom, Fountas and Pinnell and others track student progress.
- Teachers conduct item analyses across these assessments to have a clear picture of the specific supports needed by each student. Additionally, the school issues interim reports three times per year to track goals and student progress towards achieving those goals.
- Teachers provide robust feedback to students with clear, actionable feedback regarding their achievement. Students stated that they always get feedback from their teachers with specifics about their performance.
- Rubrics are posted and available for students to self-assess and teachers use daily checks for on the spot adjustments and daily curriculum modifications.

<b>Quality Indicator:</b>	<b>3.4 High Expectations</b>	<b>Rating:</b>	<b>Proficient</b>
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### Findings

School leaders consistently communicate high expectations to teachers and have a system of accountability for those expectations. The school offers ongoing feedback to help parents understand student progress toward college and career readiness.

### Impact

The school supports teachers and families through professional development and workshops that enable them to support students toward meeting the school's high expectations.

### Supporting Evidence

- To support clear expectations for practice, the school provides robust professional development, as evidenced by their extensive professional development calendar. Professional development takes place every Monday. A professional development committee of teachers provides feedback to the principal on the needs of the staff.
- The principal uses data to develop and communicate expectations to the school. Upon analysis of last year's data, the principal found that the skills of teacher questioning and facilitation of classroom discussion were weaker areas and therefore incorporated them into the professional development schedule. Focused supports occur both inside and outside of the building. Teachers who attend professional development outside of the building turnkey the information they have learned to colleagues. Teachers expressed that these supports, through the lens of the Danielson Framework for Teaching, have improved their practice.
- Parents echoed teacher statements about receiving support and expressed that the school is always available and supportive in helping them understand the expectations for their child. The school developed a new parent handbook. In addition, it engages the parents in fun activities such as dance through the ages, poetry slams, mother-son and father-daughter dances, publishing parties, and sports and game nights, among others.
- The open door policy held by the principal helps to create an environment where-by parents feel empowered and supported in bringing concerns and accolades to the leadership's attention; strengthening the home – school relationship between the principal and the family.

<b>Quality Indicator:</b>	<b>4.2 Teacher teams and leadership development</b>	<b>Rating:</b>	<b>Proficient</b>
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**Findings**

Teachers engage in structured collaborations that promote the achievement of school goals and they have built leadership capacity that enables them to participate in the decisions that affect student learning in the school.

**Impact**

The structured collaborations have strengthened teacher practice, resulting in a stronger academic program that leads to enhanced student learning.

**Supporting Evidence**

- Teachers indicated that there are many opportunities for them to be involved in school decisions. Grade level and team meetings are teacher led. Teachers lead professional development and are heavily involved in the school’s leadership team.
- Teacher teams consistently analyze data, via item analyses, that result in conversations about strategies that strengthen their instructional practice.
- Teachers have opportunities to observe one another and they stated that they have a direct voice in student learning and focus upon student performance data in their professional conversations.
- The schools is focusing on departmentalization that is facilitating further teacher collaboration and design focused student supports that all teachers can drive towards.